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ABSTRACT

Designed to improve inservice teacher training, this report surveys the kinds of inservice activities needed by social studies teachers in Indiana during 1975. Nearly 40 percent of the state's social studies teachers responded to the questionnaire which focused on how inservice activities should be designed, when they should be held, and what the content or substance should be. The results indicate that regional meetings and self-initiated teacher training kits were the most popular form of inservice training. Release time during the school day was the most popular time period. Classroom techniques, content/materials/current curriculum, and alternative classroom approaches were the most popular subjects for training. Within the category of classroom techniques, student reading problems, exploring controversial issues, and inquiry techniques were deemed most necessary by the social studies teachers. Current problems and issues were the most popular areas in the subject-content category while phase elective miniccurses, independent study, and individualized learning packets were three alternative approaches about which most teachers wanted to know more. Regional differences and grade-level differences in the needs assessment results are also included. (Author/DE)

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IN-SERVICE NEEDS ASSESSMENT
SOCIAL STUDIES TEACHERS IN INDIANA

A

JOINT PROJECT

OF

DIVISION OF CURRICULUM
DEPARTMENT OF PUBLIC INSTRUCTION

DEPARTMENT OF HISTORY
BALL STATE UNIVERSITY

INDIANA COUNCIL FOR THE SOCIAL STUDIES, INC.

MID-AMERICA CENTER
FOR
GLOBAL PERSPECTIVES IN EDUCATION

1975

SP009258

ACKNOWLEDGEMENTS

INDIANA SOCIAL STUDIES EDUCATORS

A special note of appreciation is extended to the many teachers who responded to the In-service Needs Assessment Questionnaire. The survey could not have been completed without their professional contributions.

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INTRODUCTION

In the spring of 1975, an in-service needs assessment questionnaire was mailed to all Indiana Social Studies teachers in grades six to twelve. The purpose of this assessment was to determine what kinds of in-service activities are most needed by teachers. These findings could assist state, regional, district, and departmental designers of in-service meetings in planning more relevant and useful meetings.

The information generated through this questionnaire clearly indicates certain preferences regarding the nature of in-service instruction. We strongly urge those who plan and conduct in-service training to carefully study these results so that they can better address the important issues as defined by their constituents, the Social Studies teachers of Indiana.

Nearly 40% of the state's teachers (39.9%) responded to the questionnaire, a very sizeable response to a mailing of this type. It would appear that teachers do consider in-service important to their professional development and desire to add their voice in designing these meetings.

The questionnaire focused on three general areas of concern:

1. How should in-service activities be designed?
2. When should in-service training be held?
3. What should the content or substance of in-service training be?

Consequently our report is divided into three main sections: "How?", "When?", and "What?".

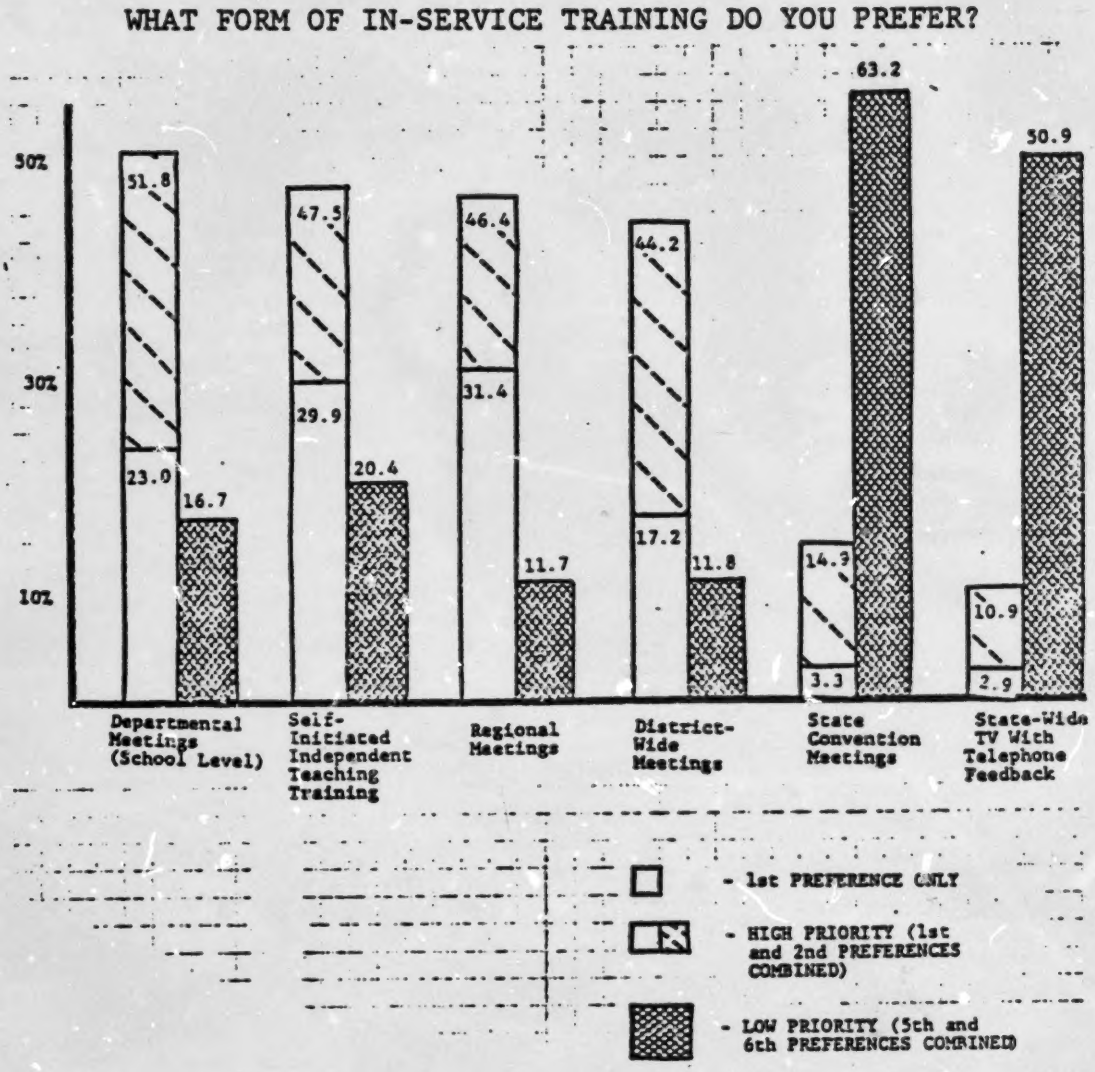
All three sections are analyzed on a state-wide basis. Section three, concerning the content of in-service training, is also analyzed to indicate regional and grade-level preferences that deviate from the general state-wide pattern.

Before moving to the analysis on the data, we should add a cautionary note. This survey is probably an accurate reflection of the needs and interests of teachers in the spring of 1975. However, these concerns may change over time and it is likely one could find some shifts in in-service preferences. This observation seems particularly relevant to the "What?" section. We find a large number of teachers responding very favorably to such content areas as US Government, values and issues, current problems and economics. Post-Watergate events and a serious recession were important issues during the early part of 1975 and this may have been partly responsible for the high ratings of these content areas.

However, because this is not a longitudinal study it is difficult to substantiate such influences. Ideally, another similar survey should be conducted to detect any significant shifts in teacher's interests. Keeping this caution in mind, this survey should still provide helpful planning information.

HOW?

The survey asked: "What form of in-service training do you prefer?" Teachers had to rank-order seven options, the last being an "other" category which received minimal use. It was discarded for analysis.



The graph should be read as follows:

51.8% of those responding to the Department Meeting option ranked it high priority (1st or 2nd choice); 16.7% ranked it low priority (5th or 6th choice). Since the number of respondents varies for each option, the percentages will not add up to multiples of 100%. The next two graphs should be read similarly.

Looking at first choice preferences only, regional meetings and self-initiated teacher training kits drew the most support, with state-wide conventions and television presentations ranking very low. A more complete picture is obtained by combining the first and second preferences of each teacher (for a high priority rating), and combining the fifth and sixth preferences (for a low priority rating) and comparing these. This allows us to see both an overall positive and negative response to each option.

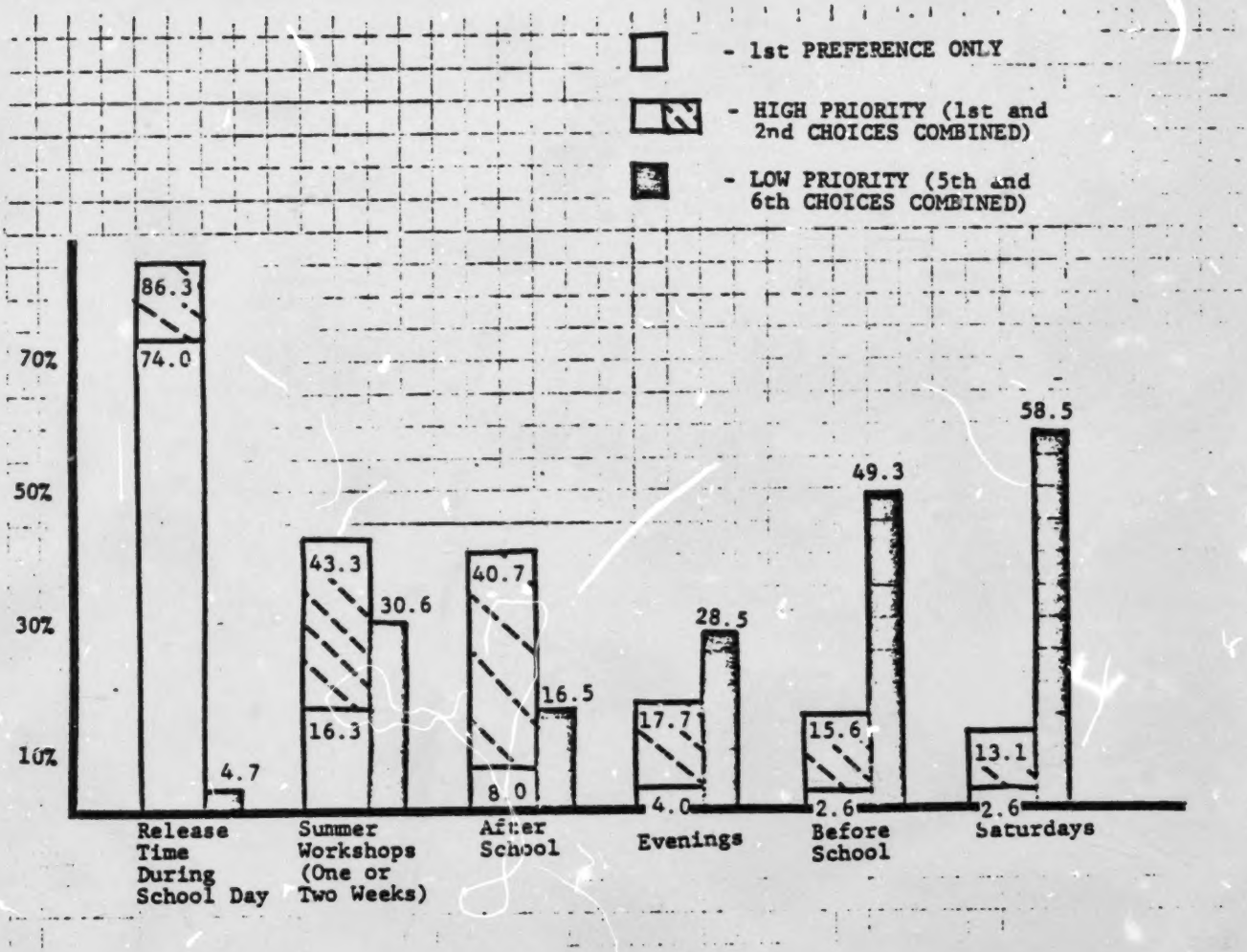
Clearly, teachers do not prefer state-wide conventions or state-wide TV presentations. It is possible that many teachers do not consider conventions as in-service training; it is also likely that the inconvenience and cost of conventions does not compare favorably with the convenience of more local settings. The TV presentations may be seen as too impersonal or addressing the wrong issues. Whatever the case, it is clear that the teachers prefer more local and personal settings for in-service meetings.

The conventional departmental, district and regional settings all drew solid support. Suprisingly, the self-initiated, independent teacher training kits also drew considerable support. This approach is not widely used in the state, but it appears that teachers would like this format as much as the more conventional settings. There is however, a sizeable percentage of teachers (20.4%) who ranked this item very low. In-service planners need to thoroughly survey their own constituents before offering extensive training in this form.

WHEN?

The survey asked: What time do you prefer in-service training to occur?" As in the "How?" section teachers were asked to rank order seven options, with the "other" option getting little use.

WHAT TIME DO YOU PREFER IN-SERVICE TRAINING?



Looking at first choice preferences only, the results show that release time is the strong favorite. Looking at the high priority and low priority ratings we see a more detailed but essentially similar pattern.

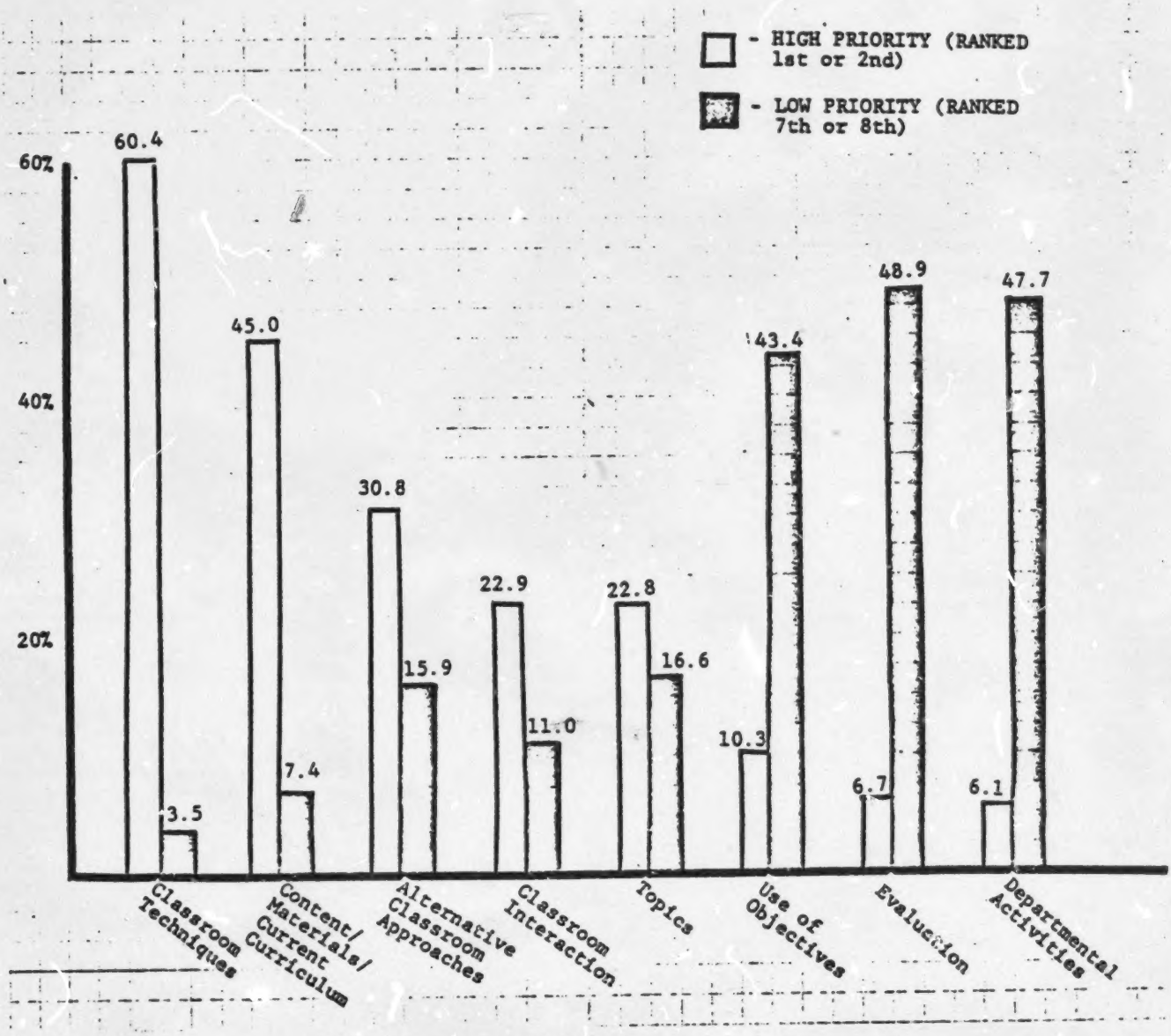
This data confirms what most educators probably would have predicted. The overwhelming favorite, "Release Time During School Day" has long been the desired arrangement for most in-service meetings. It is not surprising to find it so highly rated. Failing this opportunity, teachers clearly prefer the after school slot for normal meetings.

The solid support given to summer workshops may surprise some. However, there is considerable opposition to this arrangement, and in-service planners should take into account this high percentage of teachers (30.6%) who probably would not want to participate under this arrangement.

WHAT?

Teachers were asked to rank eight areas of in-service training in order of importance to them. For analysis, high priority was considered to be a first or second ranking, and a ranking of seventh or eighth was called low priority.

PRIORITY AREAS FOR IN-SERVICE TRAINING



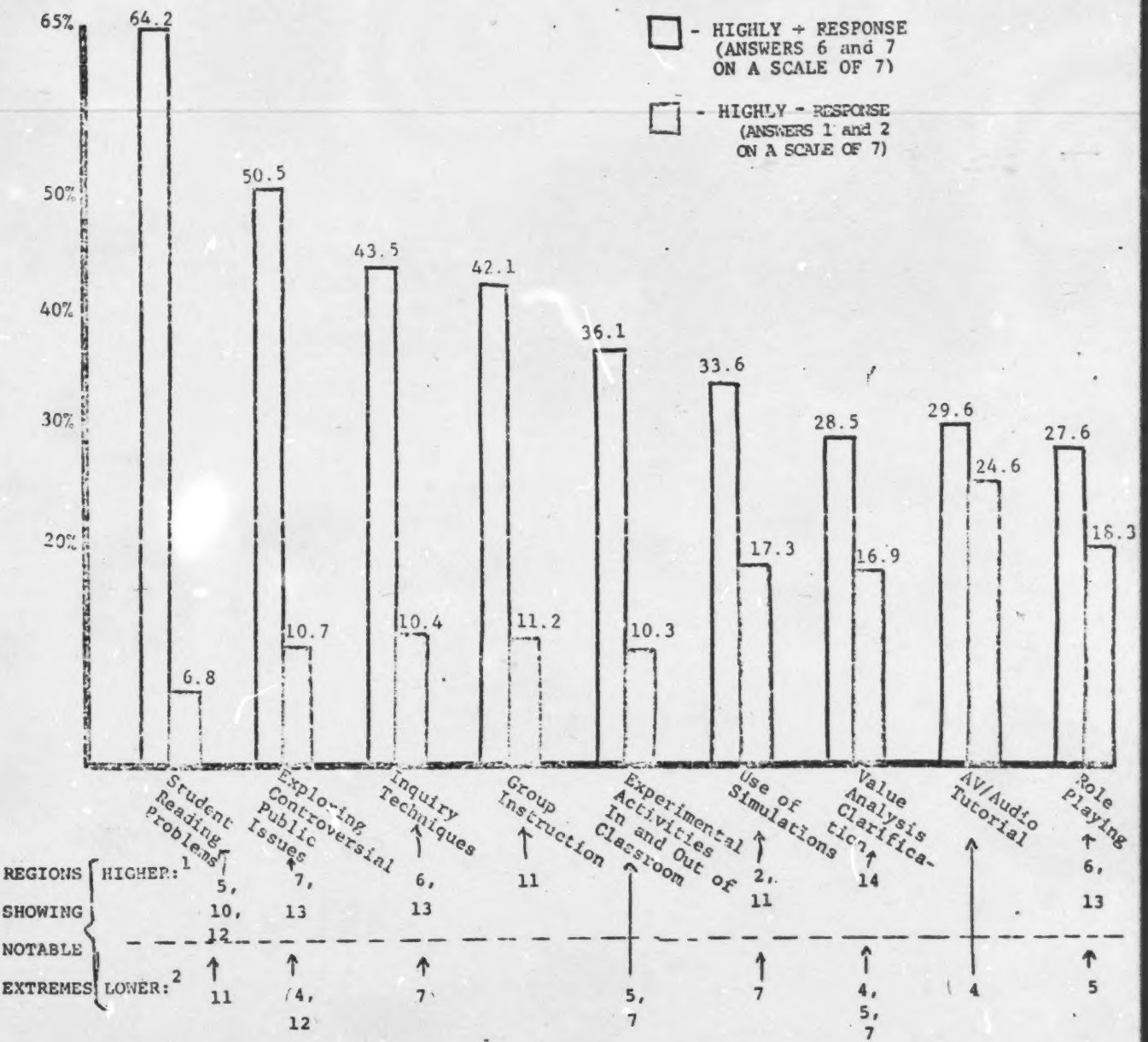
Three areas of interest are apparent in these results. Clearly, Classroom Techniques stands out as the area of greatest interest for in-service activities. Content/Materials/Current Curriculum received solid support as the second area of concern. Alternative Classroom Approaches was listed high by over 30%, but the strength of this finding is tempered by the 15% that ranked it low.

The remaining five areas did not receive much teacher support. The best two of these five, Classroom Interaction and Topics, drew more high marks than low marks, but the difference was not large. The three lowest areas, Use of Objectives, Evaluation, and Departmental Activities, were each given low priority ratings by over 40% of the respondents.

These results indicate that the topics most desired by teachers for in-service workshops should be drawn from the top three areas, mentioned above. For guidance to planners as to what specific topics within these broad categories are of most concern, a more detailed analysis of these three sections follows.

The eight areas were divided into subtopics in a different part of the survey. Teachers were asked to indicate the importance of each subtopic on a scale from 1 (Not Necessary) to 7 (Very Necessary). Marks of 6 or 7 were considered to be very positive responses, and marks of 1 or 2 were considered to be very negative responses. Using these definitions of positive and negative, the following graphs and discussions desribe the three top-ranking areas. Also, regional differences and differences between junior high and senior high teachers are noted in hopes that this information will further assist the in-serivce planner.

CLASSROOM TECHNIQUES



1 Higher than the state percentage of positive response. See page 11 for exact percentages.

2 Lower than the state percentage of positive response. See page 11 for exact percentages.

I. CLASSROOM TECHNIQUES

State Pattern

Teacher responses in this highest ranking area show a clear mandate for assistance with student reading problems. Over 64% gave this subtopic a highly positive rating. Not only was it rated higher than other subtopics in this area, but it received a higher rating than any subtopic in any area on the entire survey. The importance of this finding should not be overlooked. In-service workshops dealing with student reading problems appear to be the top priority concern of Indiana social studies teachers.

Other topics in this area also showed solid positive support. Exploring Controversial Issues (50.5%), Inquiry Techniques (43.5%), Group Instruction (42.1%), and In and Out of Classroom Experimental Activities (36.1%) all received minimal negative response. The remaining four topics (Simulation Games, Value Analysis, AV/Audio Tutorial Uses, and Role Playing) had sizeable numbers of detractors, although all had more positive responses than negative.

Regional Extremes

To assist more specific planning in each area of the state, extremes were noted when a region was either more positive or less positive than the state pattern expressed in the graph. Only positive responses were considered here; it was thought that such responses would dominate decision-making, and a region which was either more positive or less positive about certain topics would probably need different programs than the state pattern would indicate. Therefore, a brief regional summary follows. Please refer to the map on page 21 for regional boundaries. Regions not mentioned followed the state pattern. Regions with fewer than 20

responses were omitted from this analysis.

Region 2 - High on Simulation Games (42.1%)

Region 4 - Low on Controversial Issues (38.0%), AV/AT Uses (21.6%), and Value Analysis (11.8%)

Region 5 - High on Student Reading Problems (74.1%)

Low on Role Playing (13.5%), Experimental Activities (26.6%), and Value Analysis (19.0%)

Region 6 - High on Inquiry Techniques (50.8%) and Role Playing (36.4%)

Region 7 - High on Controversial Issues (67.9%)

Low on Inquiry Techniques (34.5%), Experimental Activities (25.9%), Simulation Games (17.2%), and Value Analysis (20.6%)

Region 10- High on Student Reading Problems (72.4%)

Region 11- High on Group Instruction (56.8%) and Simulation Games (52.0%)

Low on Student Reading Problems (53.0%)

Region 12- High on Student Reading Problems (77.8%)

Low on Controversial Issues (37.0%)

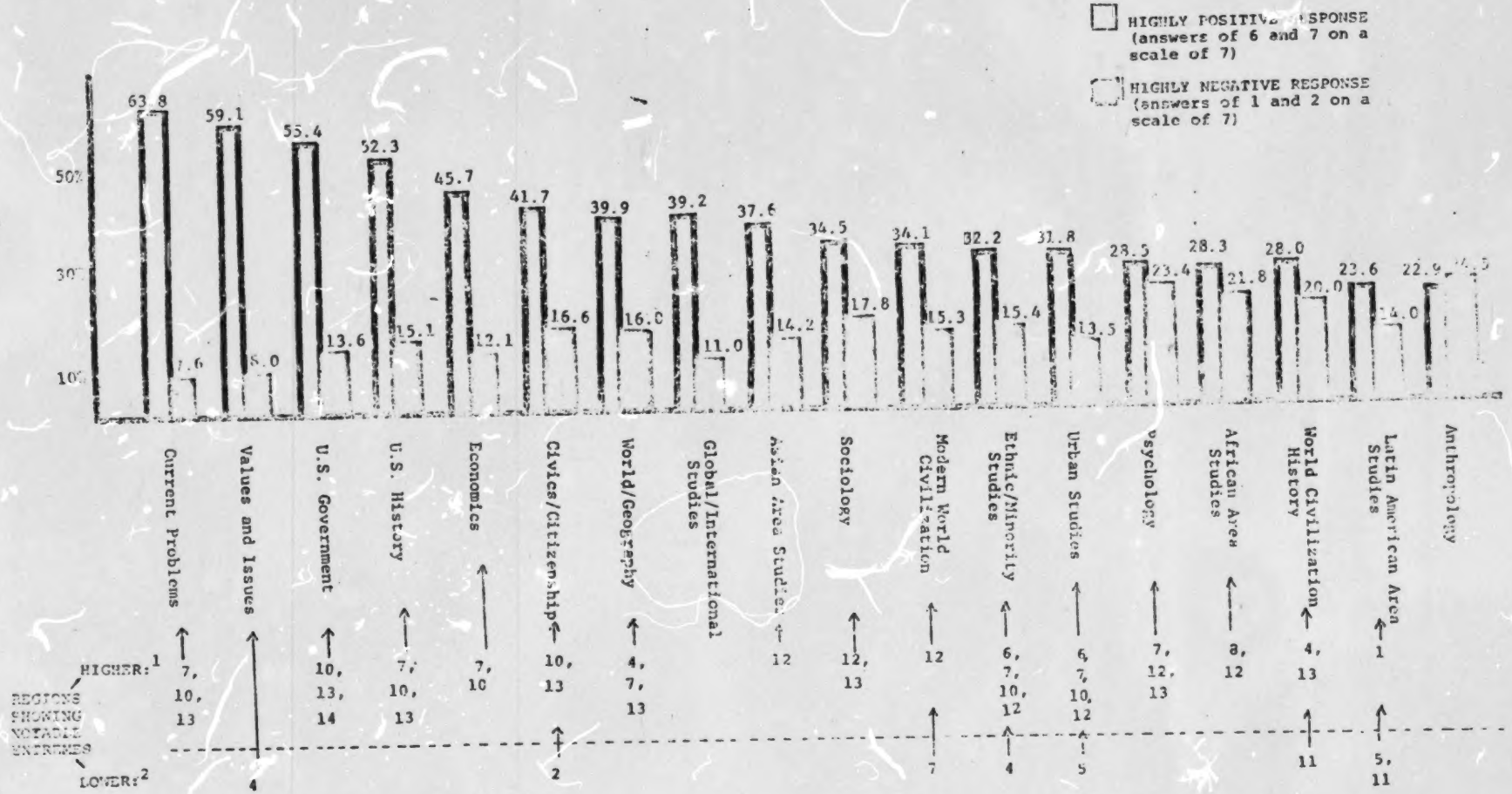
Region 13- High on Inquiry Techniques (64.6%), Role Playing (35.4%), and Controversial Issues (60.3%)

Region 14- High on Value Analysis (39.3%)

Grade Level Differences

The only sharp difference between junior high and senior high teachers was on the topic of Student Reading Problems. A very positive response was given by 72.4% of respondents teaching junior high compared to 56.0% among senior high. This finding does not remove student reading as a concern of senior high teachers, but serves to emphasize even more its importance among junior high teachers.

CONTENT/MATERIALS/CURRENT CURRICULUM



1. Higher than the state percentage of positive response. See page 13 for exact percentages.

2. Lower than the state percentage of positive response. See page 13 for exact percentages.

page 12

II. CONTENT/MATERIALS/CURRENT CURRICULUM

State Pattern

The graph of this second-ranking area shows a pattern of pairing related topics. "Current Problems" and "Values and Issues" received the most positive ratings and are clearly related. A similar link can be seen between "U.S. Government" and "U.S. History," between "Economics" and "Civics," and between "World/Geography" and "Global/International Studies." These pairs constitute the eight highest rated topics.

The remaining ten topics, which include area studies and the behavioral studies of sociology, psychology, and anthropology, received a mixed response. Only anthropology received a response more negative than positive.

The influence of post-Watergate concerns and an economic recession might easily be read into these results when the top six subjects are noted. Whether these are temporary or enduring concerns can not be detected without additional surveys.

Regional Extremes

The same approach as described earlier on page 10 was used in noting regional extremes.

Region 1 - High on Latin American Studies (41.0%)

Region 2 - Low on Citizenship/Civics (30.1%)

Region 4 - High on World Civilization History (35.3%) and World/Geography (47.9%)

Low on Ethnic/Minority Studies (13.7%) and Values and Issues (32.4%)

Region 5 - Low on Latin American Studies (11.0%) and Urban Studies (17.0%)

Region 6 - High on Ethnic/Minority Studies (40.1%) and Urban Studies (39.1%)

Region 7 - High on Current Problems (75.9%), Economics (62.0%), Ethnic/Minority Studies (55.1%), Psychology (37.9%), U.S. History (65.5%), Urban Studies (51.7%), and World/Geography (48.2%)

Low on Modern World Civilization (21.4%)

Region 8 - High on African Area Studies (34.5%)

Region 10- High on Citizenship/Civics (54.2%), Current Problems (74.0%), Economics (56.1%), Ethnic Minority Studies (41.3%), U.S. History (61.7%), U.S. Government (68.8%), Urban Studies (42.8%)

Region 11- Low on Latin American Studies (4.0%) and World Civilization History (18.3%)

Region 12- High on African Area Studies (37.5%), Asian Area Studies (52.2%), Ethnic/Minority Studies (50.0%), Modern World Civilization (45.9%), Psychology (53.9%), Sociology (58.3%), Urban Studies (50.0%)

Region 13- High on Citizenship/Civics (51.3%), Current Problems (72.8%), Psychology (40.7%), Sociology (44.2%), U.S. History (62.2%), U.S. Government (65.4%), World Civilization History (45.6%) and World/Geography (56.4%)

Region 14- High on U.S. Government (61.7%)

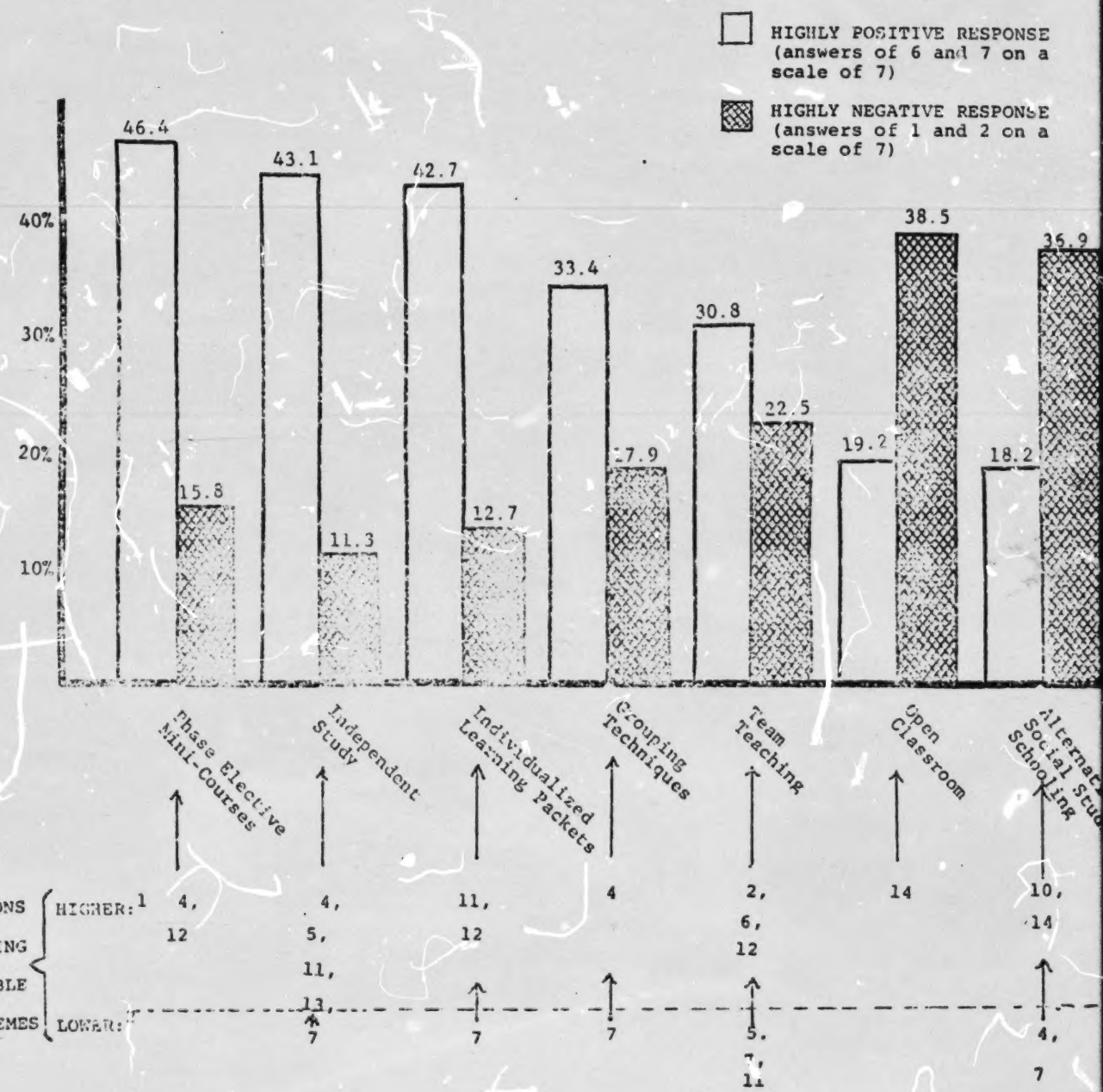
Grade Level Differences

Several differences appeared in this area between junior high and senior high teacher interests. Most differences are not surprising in view of the subjects that are commonly taught at each level.

Senior high teachers gave more positive responses than junior high teachers for Economics (52.2% to 36.4%), Psychology (33.4% to 20.7%), Sociology (38.9% to 25.7%), U.S. Government (56.8% to 49.1%), and Urban Studies (38.2% to 31.4%).

Junior high teachers were more positive toward African Area Studies (37.9% to 21.9%), Anthropology (28.4% to 20.7%), Asian Area Studies (44.2% to 31.3%) and World/Geography (47.0% to 33.2%).

ALTERNATIVE CLASSROOM APPROACHES



1 Higher than the state percentage of positive response. See page 16 for exact percentages.

2 Lower than the state percentage of positive response. See page 16 for exact percentages.

III. ALTERNATIVE CLASSROOM APPROACHES

State Pattern

In this third-ranking area, three sub-topics (Phase Electives, Independent Study and Individualizing Learning Packets) received very positive ratings from over 40% of all respondents. If negative as well as positive responses are considered, differences in interest among these top three are minimal. The next two approaches, Grouping Techniques and Team Teaching, received sizeable negative responses but still had more positive than negative response. The majority of teachers are clearly not interested in Open Classroom or Alternative Social Studies Schooling as topics of in-service training.

Regional Extremes

Regional extremes were again noted as described on page 10.

Region 2 - High on Team Teaching (38.1%)

Region 4 - High on Independent Study (56.9%), Phase Electives (58.8%), and Grouping Techniques (40.8%)

Low on Alternative Schooling (6.0%)

Region 5 - High on Independent Study (50.8%)

Low on Team Teaching (13.3%)

Region 6 - High on Team Teaching (42.1%)

Region 7 - Low on Team Teaching (17.2%), Individualized Learning Packets (31.0%), Independent Study (25.0%), Alternative Schooling (6.9%), and Grouping Techniques (22.2%)

Region 10- High on Alternative Schooling (27.1%)

Region 11- High on Individualized Learning Packets (58.9%), and Independent Study (54.9%)

Low on Team Teaching (22.0%)

Region 12- High on Team Teaching (40.7%), Individualized Learning Packets (51.8%), and Phase Electives (70.3%)

Region 13- High on Independent Study (50.6%)

Region 14- High on Open Classroom (32.8%) and Alternative Schooling (26.6%)

Grade Level Differences

Some interesting differences between junior high and senior high teacher interests emerged in this area. Junior high teachers were more positive toward in-service training about Team Teaching (36.2% to 27.8%) and about Individualized Learning Packets (48.6% to 37.8%). Senior high teachers, however, were more positive toward Phase Electives Mini-Courses (49.4% to 42.4%).

IV. OTHER AREAS

While the overall rankings placed the three areas reviewed above at the top of teacher interests, some planners may be interested in positive interest expressed toward subtopics in the remaining five areas. The five are listed below in order of their ranking along with the subtopics within each area which received very positive ratings from at least 40% of all respondents.

CLASSROOM INTERACTION

Slower Learners	58.4%
Gifted Learners	54.0%
Active Listening	49.2%

TOPICS

Law/Justice	57.5%
Scarcity (Energy/ Food)	54.6%
Global/International Problems	51.0%
Conflict	49.1%

Environmental Problems	47.6%
Change	47.5%

USE OF OBJECTIVES

How to Assess Effectiveness of Objectives	49.4%
How to Implement	45.0%
Performance/Behavioral Objectives	41.4%

EVALUATION

Evaluating Effectiveness of Classroom Instruction	61.1%
Alternative Forms of Student Evluation	57.3%
Evaluating Curriculum Materials	44.3%

DEPARTMENTAL ACTIVITIES

None over 40%
Highest: Techniques for Revising Curriculum 39.4%

RECOMMENDATIONS

What are the specific implications of this report for your in-service planning? The analysis of the data leads to several specific recommendations for designing meetings. It should be clear, however, that following these guidelines will not necessarily produce successful in-service sessions. The organization, the quality of the presentations, and the enthusiasm brought to the task are all crucial variables in producing effective and exciting meetings. Nonetheless, it is quite useful to begin planning with some relevant information regarding the needs of your constituents. This data, then, can be a useful first step towards preparing quality in-service meetings.

1. Departmental, district and regional meetings all seem favorable to many teachers.
2. Self-initiated, independent training kits should be seriously considered as a method of conducting in-service instruction.
3. Do not rely heavily on state-wide TV presentations or conventions to attract a large audience. If you do decide to conduct such meetings, you would probably need to organize them to take advantage of some of the other positively reported findings in this survey. For example, you may wish to arrange for release time and/or aim the presentations at highly crucial topics such as student reading problems.
4. Try to secure release time during the school day for your meetings. If you are unable to do this, plan your meetings after school.
5. Summer workshops appear to be a good means for reaching a significant number of teachers.

6. Design in-service sessions around the substantive topics of Classroom Techniques, Content/Materials/Current Curriculum, and Alternative Classroom Approaches.
7. The single most important topic for in-service training in the eyes of Indiana Social Studies teachers is Student Reading Problems.
8. If an in-service program is being planned regarding subject area content, topics related to current problems and issues are rated the most important.
9. Phase Electives Mini-courses, Independent Study, and Individualized Learning Packets are three alternative approaches that many teachers would like to know more about.
10. Planners working in specific regions should note the important regional differences listed in this report.
11. Area Studies, World Geography, Team Teaching and Individualized Learning Packets are of greater interest to junior high teachers, whereas senior high teachers show more interest in social science subjects and in Phase Elective Mini-courses.

IN-SERVICE ASSESSMENT FOR
SOCIAL STUDIES TEACHERS IN INDIANA

SURVEY REGIONS

(Economic Planning Regions)

STATE OF INDIANA

INDIANAPOLIS 46204

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 - STATE HOUSE
AREA CODE 317-633-6610

MEMORANDUM

TO: Social Studies Educators

FROM: Harold H. Negley, Superintendent
Department of Public Instruction

RE: Inservice Needs Assessment

DATE: March 25, 1975

The Indiana Department of Public Instruction in cooperation with the Indiana Council for the Social Studies and the Mid-American Center for Global Perspectives in Education is in the process of assessing the inservice training needs of Indiana social studies teachers.

The enclosed questionnaire is a part of this assessment and its results will be used to determine the nature of future inservice training programs provided for the local schools by the Department of Public Instruction and the various institutions and professional groups in Indiana.

Please take the time today to respond to this instrument. It has been designed for your convenience: after marking your responses fold, staple and mail it. No postage stamp will be necessary.

Let me take this opportunity in advance to thank you for your cooperation.

HHN/asj

Enclosure

IN-SERVICE NEEDS ASSESSMENT FOR SOCIAL STUDIES TEACHERS IN INDIANA

April, 1975

Circle the grade level(s) below which you are now teaching:

7 8 9 10 11 12

Subjects Now Teaching:

1. _____
2. _____
3. _____

PART ONE

DIRECTIONS

1. Review the list of in-service interest areas in each of the following sections. In spaces provided at the end of each list add (specify and/or give examples) any areas you feel should be included in an in-service effort.

2. To indicate the degree of need or the importance of obtaining in-service training in a given area, mark an "X" in the appropriate box to the left of each interest area. Please make these judgments in terms of the training YOU would like to receive to become a more effective social studies teacher.

3. After completing the questionnaire please fold it to expose the return address on the back of the questionnaire, staple the pages together and drop it in the mail.

SAMPLE:

Not Necessary			Somewhat Necessary			Very Necessary		
1	2	3	4	5	6	7	III.	American History: Teaching Topics
☐	☐	☒	☐	☐	☐	☐	A.	Civil War and Reconstruction
☒	☐	☐	☐	☐	☐	☐	B.	Industrialization
☐	☐	☐	☐	☐	☐	☒	C.	Great Depression
☐	☒	☐	☐	☐	☐	☐	D.	Cold War
☐	☐	☐	☐	☐	☐	☒	E.	Vietnam
☐	☐	☐	☐	☒	☐	☐	F.	Other Indian Culture

NOTE: The responses made in the sample section to the left indicate that the teacher felt a strong need or desire for in-service help in the areas of the "Great Depression" and "Vietnam." The sample also shows the teacher had little interest in the "Civil War and Reconstruction" area and no interest in "Industrialization." "Indian Culture" was written in by the respondent and marked as an area needing emphasis, but not high priority; whereas the teacher indicated a slight interest in the area of "Cold War."

Not Necessary			Somewhat Necessary			Very Necessary		
1	2	3	4	5	6	7		
☐	☐	☐	☐	☐	☐	☐	I.	CLASSROOM TECHNIQUES
☐	☐	☐	☐	☐	☐	☐	A.	Inquiry Techniques
☐	☐	☐	☐	☐	☐	☐	B.	Role-Playing Activities
☐	☐	☐	☐	☐	☐	☐	C.	Exploring Controversial Public Issues
☐	☐	☐	☐	☐	☐	☐	D.	Developing In and Out of Classroom Experimental Activities
☐	☐	☐	☐	☐	☐	☐	E.	Group Work/Group Projects/Small and Large Group Instruction
☐	☐	☐	☐	☐	☐	☐	F.	Audio-Visual/Audio Tutorial Uses
☐	☐	☐	☐	☐	☐	☐	G.	Use of Simulation Games
☐	☐	☐	☐	☐	☐	☐	H.	Value Analysis Clarification
☐	☐	☐	☐	☐	☐	☐	I.	Student Reading Problems
☐	☐	☐	☐	☐	☐	☐	J.	Other: _____
☐	☐	☐	☐	☐	☐	☐	K.	Other: _____
							II.	DEPARTMENTAL ACTIVITIES
☐	☐	☐	☐	☐	☐	☐	A.	Departmental Coordination/Communication Channels and Techniques
☐	☐	☐	☐	☐	☐	☐	B.	Techniques for Revising Curriculum
☐	☐	☐	☐	☐	☐	☐	C.	Curriculum Development Procedures
☐	☐	☐	☐	☐	☐	☐	D.	Departmental Evaluation/Assessment
☐	☐	☐	☐	☐	☐	☐	E.	In-service Training Program Development
☐	☐	☐	☐	☐	☐	☐	F.	Other: _____
☐	☐	☐	☐	☐	☐	☐	G.	Other: _____
							III.	ALTERNATIVE CLASSROOM APPROACHES
☐	☐	☐	☐	☐	☐	☐	A.	Team Teaching
☐	☐	☐	☐	☐	☐	☐	B.	Individualized Learning Packets
☐	☐	☐	☐	☐	☐	☐	C.	Open Classroom
☐	☐	☐	☐	☐	☐	☐	D.	Independent Study
☐	☐	☐	☐	☐	☐	☐	E.	Alternative Social Studies Schooling/"School Without Walls"
☐	☐	☐	☐	☐	☐	☐	F.	Phase Electives Mini Courses/Interim Courses
☐	☐	☐	☐	☐	☐	☐	G.	Grouping Techniques
☐	☐	☐	☐	☐	☐	☐	H.	Other: _____
☐	☐	☐	☐	☐	☐	☐	I.	Other: _____
							IV.	CLASSROOM INTERACTION
☐	☐	☐	☐	☐	☐	☐	A.	Active Listening
☐	☐	☐	☐	☐	☐	☐	B.	Slow Learners
☐	☐	☐	☐	☐	☐	☐	C.	Gifted [illegible]rners
☐	☐	☐	☐	☐	☐	☐	D.	G[illegible]ynamics
☐	☐	☐	☐	☐	☐	☐	E.	Antecedent Conditions (Student/Teacher/Resources/ Environment)
☐	☐	☐	☐	☐	☐	☐	F.	Other: _____
☐	☐	☐	☐	☐	☐	☐	G.	Other: _____

Not Necessary 1	2	3	Somewhat Necessary 4	5	6	Very Necessary 7		
							V.	CONTENT/MATERIALS/CURRENT CURRICULUM
☐	☐	☐	☐	☐	☐	☐	A.	African Area Studies
☐	☐	☐	☐	☐	☐	☐	B.	Anthropology
☐	☐	☐	☐	☐	☐	☐	C.	Asian Area Studies
☐	☐	☐	☐	☐	☐	☐	D.	Citizenship/Civics
☐	☐	☐	☐	☐	☐	☐	E.	Current Problems
☐	☐	☐	☐	☐	☐	☐	F.	Economics
☐	☐	☐	☐	☐	☐	☐	G.	Ethnic/Minority Studies
☐	☐	☐	☐	☐	☐	☐	H.	Global/International Studies
☐	☐	☐	☐	☐	☐	☐	I.	Latin American Area Studies
☐	☐	☐	☐	☐	☐	☐	J.	Modern World Civilization
☐	☐	☐	☐	☐	☐	☐	K.	Psychology
☐	☐	☐	☐	☐	☐	☐	L.	Sociology
☐	☐	☐	☐	☐	☐	☐	M.	United States History
☐	☐	☐	☐	☐	☐	☐	N.	United States Government
☐	☐	☐	☐	☐	☐	☐	O.	Urban Studies
☐	☐	☐	☐	☐	☐	☐	P.	Values and Issues
☐	☐	☐	☐	☐	☐	☐	Q.	World Civilization History
☐	☐	☐	☐	☐	☐	☐	R.	World/Geography/General Geography
☐	☐	☐	☐	☐	☐	☐	S.	Other: _____
☐	☐	☐	☐	☐	☐	☐	T.	Other: _____
							VI.	TOPICS
☐	☐	☐	☐	☐	☐	☐	A.	Change
☐	☐	☐	☐	☐	☐	☐	B.	Conflict
☐	☐	☐	☐	☐	☐	☐	C.	Environmental Problems
☐	☐	☐	☐	☐	☐	☐	D.	Global/International Problems
☐	☐	☐	☐	☐	☐	☐	E.	Law/Justice
☐	☐	☐	☐	☐	☐	☐	F.	Multinational Organizations (Economic/Political)
☐	☐	☐	☐	☐	☐	☐	G.	Nationalism
☐	☐	☐	☐	☐	☐	☐	H.	Population Studies
☐	☐	☐	☐	☐	☐	☐	I.	Power
☐	☐	☐	☐	☐	☐	☐	J.	Racism
☐	☐	☐	☐	☐	☐	☐	K.	Religion
☐	☐	☐	☐	☐	☐	☐	L.	Scarcity (Energy/Food, Etc.)
☐	☐	☐	☐	☐	☐	☐	M.	Sexism
☐	☐	☐	☐	☐	☐	☐	N.	Urban Development
☐	☐	☐	☐	☐	☐	☐	O.	Other: _____
☐	☐	☐	☐	☐	☐	☐	P.	Other: _____
							VII.	USE OF OBJECTIVES
☐	☐	☐	☐	☐	☐	☐	A.	Performance/Behavioral Objectives
☐	☐	☐	☐	☐	☐	☐	B.	Cognitive Objectives
☐	☐	☐	☐	☐	☐	☐	C.	Affective Objectives
☐	☐	☐	☐	☐	☐	☐	D.	How to Write Objectives
☐	☐	☐	☐	☐	☐	☐	E.	How to Implement
☐	☐	☐	☐	☐	☐	☐	F.	How to Assess Effectiveness of Objectives
☐	☐	☐	☐	☐	☐	☐	G.	Other: _____
☐	☐	☐	☐	☐	☐	☐	H.	Other: _____

Not Necessary			Somewhat Necessary			Very Necessary	VIII. EVALUATION
1	2	3	4	5	6	7	
☐	☐	☐	☐	☐	☐	☐	A. Evaluating Effectiveness of Classroom Instruction
☐	☐	☐	☐	☐	☐	☐	B. Alternative Forms of Student Evaluation
☐	☐	☐	☐	☐	☐	☐	C. Test Construction
☐	☐	☐	☐	☐	☐	☐	D. Reporting Systems
☐	☐	☐	☐	☐	☐	☐	E. Evaluating Curriculum Materials
☐	☐	☐	☐	☐	☐	☐	F. Other: _____
☐	☐	☐	☐	☐	☐	☐	G. Other: _____

PART TWO

DIRECTIONS

Rank in order of your preference all of the items following each of the two questions below. Place 1 (one) before the item you most prefer, 2 (two) for your second choice, and so on.

I. What form of in-service training do you prefer?

_____A. Self initiated, independent teaching training using readings, tapes and audiovisual kits.

_____B. Departmental meetings (school level).

_____C. School district-wide social studies faculty meetings.

_____D. Regional (within 50 miles of your school) meetings conducted by a state or national level training team.

_____E. State convention type meeting.

_____F. State-wide television with telephone feedback.

_____G. Other: _____(please state)

II. What time do you prefer in-service training to occur?

_____A. Summer workshops (one or two weeks in length).

_____B. After school (starting within 30 minutes after the dismissal of the last class).

_____C. Before school.

_____D. Evenings.

_____E. Saturdays.

_____F. Release time during school day.

_____G. Other: _____ (please state)

PART THREE

DIRECTIONS

Rank below the importance to you of each of the eight sections of Part One. Place 1 (one) in front of the most important section or most needed to be emphasized in an in-service program, 2 (two) for the second most important, and onto 8 (eight) for the least important.

_____A. Classroom Techniques
_____B. Departmental Activities
_____C. Content / Materials / Current Curriculum
_____D. Topics
_____E. Alternative Classroom Approaches
_____F. Classroom Interaction
_____G. Use of objectives
_____H. Evaluation

Comments:

Thank you for taking time to help us serve you better!